



# **Priority School Comprehensive Needs Assessment and Intervention Plan 2017-2018**

**The Historic Samuel Coleridge-Taylor Elementary (0122),  
Baltimore City Public Schools**





## Overview

All Maryland priority and school improvement grant (SIG) schools receiving Title I and/or SIG funds are required to complete this needs assessment and intervention plan. The needs assessment and plan must be approved by the Maryland State Department of Education.

The purpose of this needs assessment and intervention plan is to:

- (1) identify needs and performance challenges in a school based on data; and
- (2) develop an intervention plan that contains evidence based-strategies to address identified need.

The needs assessment and intervention plan is designed to be completed by a team and informed by data.

Questions about the needs assessment and intervention plan process for priority schools may be directed to:

Dr. Gail Clark Dickson  
Section Chief Program Improvement and Family Support Branch  
Maryland State Department of Education  
[gail.dickson@maryland.gov](mailto:gail.dickson@maryland.gov)  
410-767-5153





## Background

### Identification of Priority Schools for 2017-2018

As states and local education agencies (LEAs) transition to the Every Student Succeeds Act (ESSA), the Maryland State Department of Education (MSDE) is required to provide clarification concerning the identification and support for low-performing schools for the 2017-2018 school year. The U.S. Department of Education provided two options for states to identify low-performing schools for the 2017-2018 school year. The options are as follows:

- (1) continue to serve its existing priority and focus schools, except those that the state may remove from the list of priority and focus schools any school that has met the State's exit criteria; or
- (2) refresh its list using its existing methodology in place prior to the start of the 2017-2018 school year.

MSDE has selected option one, which will allow the state to serve the current list of priority and focus schools for the 2017-2018 school year. Maryland is choosing to freeze its list of priority and focus schools which means no priority schools or focus schools will exit the list for the 2017-2018 school year.

### Support for Priority Schools in 2017-2018

MSDE will reserve funds from its fiscal year 2017 annual Title I, Part A allocation for use in the 2017-2018 school year to support its priority and focus schools. As in past years, these funds will be allocated by formula to LEAs with identified priority schools for the implementation of their intervention plans.

Maryland is committed to the continuous improvement of the state's priority schools. MSDE will support LEAs and schools in identifying and prioritizing school needs through the needs assessment; developing an intervention plan with evidence-based strategies; and implementing and monitoring intervention plans. MSDE will participate in LEA Central Support Team and Turnaround Executive Support Team meetings and conduct learning walks to view evidence-based strategies in action. MSDE will also leverage cross-divisional support to aid in the implementation of approved school intervention plans.

## School Profile

<b>School Name</b>	The Historic Samuel Coleridge-Taylor Elementary
<b>School Address</b>	507 W. Preston Street, Baltimore MD 21201
<b>Grades Served</b>	PreK-5
<b>Principal's Name</b>	Bettye Adams
<b>Principal's Email Address</b>	<a href="mailto:badams@bcps.k12.md.us">badams@bcps.k12.md.us</a>
<b>School Phone Number</b>	410-396-0783
<b>Principal Supervisor's Name</b>	Dr. Mark King
<b>Principal Supervisor's Email</b>	<a href="mailto:meking@bcps.k12.md.us">meking@bcps.k12.md.us</a>

**Comprehensive Needs Assessment Team:** The comprehensive needs assessment is designed to be completed by a team and must align with school and district priorities and goals. In the space below, identify team members who contributed to completing the needs assessment. It is highly recommended that parents and other key stakeholders be included in this process.

Name of Team Member	Position	Years at this School	Email
Bettye Adams	Principal	3	<a href="mailto:badams@bcps.k12.md.us">badams@bcps.k12.md.us</a>
Twanda Pickett	Asst. Principal	9	<a href="mailto:tpickett@bcps.k12.md.us">tpickett@bcps.k12.md.us</a>
Erika Alleyne	LEAD Teacher	2	<a href="mailto:ealleyne@bcps.k12.md.us">ealleyne@bcps.k12.md.us</a>
Tiffany Wade	Literacy Lead	2	<a href="mailto:twade@bcps.k12.md.us">twade@bcps.k12.md.us</a>
Ebony Gross	4th/5th Grade Literacy	6	<a href="mailto:egross@bcps.k12.md.us">egross@bcps.k12.md.us</a>
Tarik Brown	3rd Math/Science	3	<a href="mailto:tbrown@bcps.k12.md.us">tbrown@bcps.k12.md.us</a>

<b>Local Educational Agency' s Vision, Mission, and Goals:</b> School improvement must align with the vision, mission, and goals for the local educational agency. In the space below, record the local educational agency's vision, mission, and goals for the 2017-18 school year.	
<b>Vision</b>	Every student will graduate ready to achieve excellence in higher education and the global workforce.
<b>Mission</b>	Excellence and equity in education for every child at every level by focusing on quality instruction, managing systems efficiently, and sustaining a culture of excellence.
<b>Goals</b>	By 2020, all students will be able to access complex texts and tasks to critically analyze information in order to take a stancem develop a coherent written evidence based argument, and communicate with confidence and conviction at or above grade level.
<b>School's Vision, Mission, and Goals:</b> School improvement must align with the vision, mission, and goals for the school. In the space below, record vision, mission, and goals for the 2017-18 school year.	
<b>Vision</b>	<b>We are a community of teachers, families, and students at the Historic Samuel Coleridge Taylor Elementary School who are dedicated to educating the mind, body, and spirit of every child in order to become responsible, caring, and high-achieving citizens in the global community.</b>
<b>Mission</b>	<b>At the Historic Samuel Coleridge Taylor Elementary School, we are committed to ensuring that every student achieves college or career readiness by providing and requiring grade level or above achievement through differentiated instruction and appropriate interventions that promote students' rigor and engagement in a collaborative and supportive environment</b>
<b>Goals</b>	<b>By the end of school year 2018, all students will show .75 year growth in reading and math as measured by End of the Year Assessment Data (Iready and Amplify).</b>

Student Profile Data					
School Year		2016-17	2015-16	2014-15	
Total Student Enrollment: Identify the total number of students enrolled for each school year.		352	390	433	
Grade Level Enrollment: Identify the number of students enrolled in each grade level.	Pre-Kindergarten	53	62	75	
	Kindergarten	64	62	65	
	Grade 1	52	57	64	
	Grade 2	43	60	63	
	Grade 3	58	58	47	
	Grade 4	48	39	63	
	Grade 5	34	52	56	
	Grade 6				
	Grade 7				
	Grade 8				
	Grade 9				
	Grade 10				
	Grade 11				
	Grade 12				
Gender: Identify the number of male and female students.	Male	183	188	218	
	Female	169	202	215	
Race/Ethnicity: Identify the number of students in each group.	Black/African American	339	377	416	
	Hispanic/Latino	*	*	*	
	Asian	*	*	*	
	White	*	*	*	
	Multi-Racial/Other	*	*	*	
	American Indian/ Alaska Native	*	*	*	
	Native Hawaiian/Other Pacific Islander	*	*	*	
Special Services: Identify the percentage of students in each group.	Limited English Proficiency (LEP)	*	*	*	
	Migrant	*	*	*	
	Free and Reduced Meal Programs (FARMs)	70.5%	86.7%	>=95.0%	
	Special Education	17.6%	22.7%	21.2%	
	Homeless	4.0%	3.5%		
Additional Data: Identify requested data for each category.	Student Mobility - Percentage of students that move from one school community to another.		TBD	39.3%	39.6%
	Student Attendance - Percentage of students in school for at least half of the average school day during the school year.		TBD	89.1%	87.8%
	Chronic Absenteeism: Percentage of students absent more than 20 days.		TBD	37.2%	36.9%
	Student Promotion - Percentage of students promoted to grade six.		TBD		
	Student Promotion - Percentage of students promoted to grade nine.				
	Student Promotion - Percentage of students promoted to grade ten.				
	Dropout Rate - Percentage of students dropping out of school in grades 9 - 12 in a single year.	Grade 9			
		Grade 10			
		Grade 11			
		Grade 12			
	Graduation Rate - Percentage of students who graduate from high school as 4 year cohort.				
	Graduation Rate - Percentage of students who graduate from high school as 5 year cohort.				
	Certificate Rate - Percentage of students who receive certificate of completion.				

		School Year 2016 - 17
<b>Disproportionality Rate :</b> The determination based on school discipline data whether school practices are having a disproportionate impact on students of color and students with disabilities. <i>If the Maryland State Department of Education identifies a school's discipline process as having a disproportionate impact on students of color or a discrepant impact on special education students, the local school system shall prepare and present to the State Board a plan to reduce the impact within 1 year and eliminate it within 3 years (school year 2017-18 Root Cause Analysis; school year 2018-19 Full Implementation) COMAR 13A.08.01.21.</i> The Maryland model will analyze out-of-school suspension and expulsion (removal) data using two complementary measures, risk ratio and State comparison.	<b>Risk Ratio:</b> The risk ratio measure captures whether the “risk” of removal for a student in one student group is lower or higher than the risk of removal for a student in the comparison group. Risk, in this context, refers to the likelihood that a student will receive an out-of-school suspension or expulsion. A risk ratio of 1.0 means the risk of removal is proportionate. A risk ratio below 1.0 means the risk is lower, while a risk ratio above 1.0 means the risk is higher and, therefore, disproportionate to some degree.	<b>Risk Ratio for Black/African American Students = 1.6</b>
		<b>Risk Ratio for Students with Disabilities = 5.25</b>
<b>Student Opportunities for Enrichment and/or Remediation:</b> List academic programs that provide opportunities for student enrichment and/or remediation available in the 2016-17 school year. Example programs include: Credit Recovery, Extended Learning, etc.		
	We have the BELL afterschool program that services grades K-5 and our teachers hold coach classes two days a week. We also have Girl Scouts for students in 1st - 4th grade and our librarian holds a weekly chess club.	
<b>Student Opportunities for Acceleration and/or Enhancement:</b> List academic programs that provide opportunities for student acceleration and/or enhancement for the 2016-17 school year. Example programs include Gifted and Talented, Advanced Placement, Dual Enrollment, etc.	At HSCT we implement the Success for All Reading Program school-wide which give students the opportunity to work at their level to increase their academic levels. We also incorporate small group instruction at every grade level and offer acceleration in literacy and math.	
<b>Student Engagement</b> List programs that focus on fostering supportive culture and climate within the school for the 2016-17 school year. Example programs include Positive Behavior Intervention and Supports (PBIS), Restorative Practices, etc.		
	plements staff professional development and school activities for students and families. We also implement Class	

\* indicates no students or fewer than 10 students in category, or indicates the percentage for the category is either ≤5 or ≥95 and the corresponding counts have been suppressed.

Student Achievement Data				
School Year		2016-17	2015-16	2014-15
<b>PARCC English Language Arts / Literacy</b> Identify the percentage of students that have met or exceeded expectations	Grade 3	TBD	4= <= 5.0% 5= <= 5.0%	4= 9.8% 5= <=5.0%
	Grade 4	TBD	4= <= 5.0% 5= <= 5.0%	4= <=5.0% 5= <=5.0%
	Grade 5	TBD	4= <= 5.0% 5= <= 5.0%	4= <=5.0% 5= <=5.0%
	Grade 6			
	Grade 7			
	Grade 8			
<b>PARCC Mathematics</b> Identify the percentage of students that have met or exceeded expectations	Grade 3	TBD	4= 6.0% 5= <= 5.0%	4= 9.8% 5= <=5.0%
	Grade 4	TBD	4= <= 5.0% 5= <= 5.0%	4= <=5.0% 5= <=5.0%
	Grade 5	TBD	4= <= 5.0% 5= <= 5.0%	4= <=5.0% 5= <=5.0%
	Grade 6			
	Grade 7			
	Grade 8			
<b>Maryland High School</b>	PARCC English 10			
	Bridge Plan for Academic Validation ELA - Identify the percent of students who fulfilled testing requirements using Bridge.			



<b>Assessment</b> Identify the percentage of students that have met or exceeded expectations.	PARCC Algebra I			
	Bridge Plan for Academic Validation Mathematics - Identify the percentage of students who fulfilled state requirements using Bridge.			
<b>Service-Learning Hours</b>	Percentage of students that have completed less than 50% of service-learning hour requirements by grade 11.			
	Percentage of students that have completed service-learning requirements by grade 11.			
<b>School Year</b>		<b>2016 - 17</b>	<b>2015 - 16</b>	<b>2014 - 15</b>
<b>Course Performance</b>	Percentage of students that did not pass two or more courses in grade 9.			
	Percentage of students that did not pass two or more courses in grade 10.			
	Percentage of students that did not pass two or more courses in grade 11.			

<b>Benchmark</b> (end of year)		<b>Above or On Grade Level</b>	<b>One-Two Grade Levels Below</b>	<b>More than Two Grade Levels Below</b>
<b>Student Achievement English Language Arts</b> Record the percent of students who are above, on, or below grade level.	Pre-Kindergarten			
	Kindergarten			
	Grade 1			
	Grade 2			
	Grade 3	28.3	35.8	35.8
	Grade 4	13	39.1	47.8
	Grade 5	8.3	25	66.7
	Grade 6			
	Grade 7			
	Grade 8			
	Grade 9			
	Grade 10			
	Grade 11			
	Grade 12			
<b>Student Achievement Mathematics</b> Record the percent of students who are above, on, or below grade level.	Pre-Kindergarten			
	Kindergarten			
	Grade 1	26.4	67.9	5.7
	Grade 2	17.8	64.4	17.8
	Grade 3	16.4	60	23.6
	Grade 4	28.3	34.8	37
	Grade 5	5.6	47.2	47.2
	Grade 6			
	Grade 7			
	Grade 8			
	Grade 9			
	Grade 10			

Staff Profile Data			
Principal			
Number of years of experience as a principal	18		
Number of years at current school as an administrator	3		
Number of Assistant Principals	1		
Teachers			
School Year	2016-17	2015-16	2014-15
Percentage of first year teachers	10.70%	NA	NA
Percentage of teachers with 1- 3 years teaching experience	25.00%	NA	NA
Percentage of teachers with 4-5 years teaching experience	14.30%	NA	NA
Percentage of teachers with 6-10 years teaching experience	28.60%	29.17%	NA
Percentage of teachers with 11-15 years teaching experience	10.70%	16.78%	NA
Percentage of teachers with 16+ years teaching experience	10.70%	8.33%	NA
Percentage of teachers that meet applicable State Certification and Licensure requirements	100.00%	87.50%	NA
Percentage of teachers with Resident Teacher Certification	0.00%	0.00%	10.00%
Percentage of teachers with Conditional Certificates	21.40%	0.00%	0.00%
Percentage of teachers with Standard Professional Certificates	17.90%	29.40%	20.00%
Percentage of teachers with Advanced Professional Certificates	60.70%	41.20%	50.00%
Percentage of teachers that have National Board Certification	NA	NA	NA
Percentage of teachers teaching classes outside of their certification area	44.30%	NA	NA
Percentage of teachers rated highly effective	NA	4.50%	11.50%
Percentage of teachers rated effective	NA	86.40%	76.90%
Percentage of teachers rated ineffective	NA	9.10%	11.60%
Teacher Attendance (Average Daily Rate-Percent)	89.40%	94.80%	NA
Para-Professionals			
School Year	2016-17	2015-16	2014-15
Number of para-professionals	9	9	9
Percent of instructional para-professionals who are qualified	100%	100%	100%

Staff to Support Student Services	
<b>Staff to Support Student Services</b> List the licensed staff providing support services. Examples include social workers, nurses, school counselors, etc.	Rahkez Harrison-Nurse
	Toni Parker -Social Worker
	Chante Robinson-Social Worker
	Elaine Moore-Psychologist
	Dr. E. Northrop-Psychologist

# Intervention Planning Guide

The Maryland State Department of Education (MSDE) uses West Ed's Four Domains of Rapid School Improvement as a framework for school improvement. Priority school leaders will use this framework along with the templates on the following pages to prioritize needs and identify evidence-based strategies to address identified needs. Intervention plans must be collaboratively developed and approved by MSDE.



Strengths		
Directions: Using both qualitative and quantitative data, identify the strengths in each domain where applicable. There may not be strengths in each domain and some strengths may span multiple domains.		
Domain for Rapid of School Improvement	Guiding Questions	School Story
<b>Turnaround Leadership:</b> Turnaround leaders catalyze and organize the coordinated work of the staff charged with implementing efforts to rapidly improve schools, harnessing their efforts and drawing them to a shared vision of success. Leaders at all levels understand their role in ensuring turnaround; they develop and execute data-informed turnaround plans that are customized to local needs to guide and monitor turnaround initiatives; and they accept responsibility for results.	What have been the most effective leadership strategies implemented at your school? (Shared Decision-Making, Creation of Leadership Team, etc.)	Shared Decision Making is one of our school's strengths. Our teacher teams make decisions based on data and differentiated small group instruction attributes. Our 1st - 5th grade PARCC scores are strong.
<b>Talent Development:</b> Turnaround competencies are identified and used to select and develop turnaround teachers, model teachers, and leaders. At all levels, educators utilize and hone their instructional and transformational leadership to build capacity in those they supervise by continually balancing support with accountability.	What have been the most effective strategies for recruiting, developing and sustaining talent in your school? (Creating Professional Learning Communities, Support for New Teachers, etc.)	Creating Professional Learning communities have been most effective in moving forward with planning with teams and teacher created teams. We saw a 10% increase in standard attainment for our students. We saw a 10% increase in standard attainment from the beginning of the year.
<b>Instructional Transformation:</b> Effective instructional practice, including strong standards-based instruction, data-based planning, differentiation and individualization, research-based pedagogical approaches, and classroom management, must be identified and supported. Schools cultivate an environment of both high expectations and support for students' academic accomplishment. Schools also address factors that are traditionally non-school-based so that every student comes to the task of learning ready for the challenge.	What effective practices have you implemented to build a strong school community focused on learning? (Curriculum Implementation, Instructional Coaching, Advanced-Level Course Offers, etc.)	We have instructional coaching in literacy and detailed lesson planning with teams and teacher created teams. We saw a 10% increase in standard attainment for our students. As a result, our 1st - 5th grade reading and math scores from the year are strong.
<b>Culture Shift:</b> A turnaround culture fuses strong community cohesion with an academic press. Leadership establishes the structures and opportunities for faculty and staff to work together around common goals, engendering a culture of mutual respect, shared responsibility, and focused attention on student learning. Families are engaged to support their children's learning and the overall turnaround effort. A strong school community attends to the culture both inside and outside the school, gathering input from stakeholders and gauging perceptions about the school and the turnaround effort. Students are challenged and supported to aim higher, work harder, and realize the satisfaction of accomplishment.	What have been the most effective practices for engaging students, family and the community? (establishing Family School Council, Family Liaison, Community School, etc.)	We are a community school with a family leadership and teachers to engage families. Our families enjoyed the academic workshops and survey data indicates that 60% of our families had value that created opportunities for their children.

Domain for Rapid of School Improvement	Guiding Questions	School Cl
<b>Turnaround Leadership:</b> Turnaround leaders catalyze and organize the coordinated work of the staff charged with implementing efforts to rapidly improve schools, harnessing their efforts and drawing them to a shared vision of success. Leaders at all levels understand their role in ensuring turnaround; they develop and execute data-informed turnaround plans that are customized to local needs to guide and monitor turnaround initiatives; and they accept responsibility for results.	What have been challenges in developing and/or implementing effective turnaround leadership strategies at you school?	
<b>Talent Development:</b> Turnaround competencies are identified and used to select and develop turnaround teachers, model teachers, and leaders. At all levels, educators utilize and hone their instructional and transformational leadership to build capacity in those they supervise by continually balancing support with accountability.	What have been challenges to implementing effective strategies for recruiting, developing, and/or sustaining talent in your school?	Our data indicates that budget adjustments amount of growth achieved. Retention remain opportunities and it is difficult to re
<b>Instructional Transformation:</b> Effective instructional practice, including strong standards-based instruction, data-based planning, differentiation and individualization, research-based pedagogical approaches, and classroom management, must be identified and supported. Schools cultivate an environment of both high expectations and support for students' academic accomplishment. Schools also address factors that are traditionally non-school-based so that every student comes to the task of learning ready for the challenge.	What challenges have hindered you from building a strong school community focused on learning?	Our data indicates that chronic attendance instruction and 95% of our students were mather
<b>Culture Shift:</b> A turnaround culture fuses strong community cohesion with an academic press. Leadership establishes the structures and opportunities for faculty and staff to work together around common goals, engendering a culture of mutual respect, shared responsibility, and focused attention on student learning. Families are engaged to support their children's learning and the overall turnaround effort. A strong school community attends to the culture both inside and outside the school, gathering input from stakeholders and gauging perceptions about the school and the turnaround effort. Students are challenged and supported to aim higher, work harder, and realize the satisfaction of accomplishment.	What have been the challenges in engaging students, family, and the community?	Our data indicates that 30% of our parents workshops but our school would benefit involvement beyond one time events/workshops involv

**Intervention Goal(s)**

Directions: Identify one or more domains to address the school intervention goals (no more than 4 goals). Goals must be specific, measurable, achievable, realistic, and time-bound (SMART) selected intervention goals

Domain for Rapid School Improvement	Intervention Goal(s)	How will this goal be measured annually?	What are key benchmarks toward meeting identified goal?
Culture Shift	1 By June 2018, Historic Samuel Coleridge-Taylor will increase school attendance rate from 87.5% to 90% as measured by data attendance inputted in Infinite Campus.	Monitor and timely address attendance and students at risk for chronic absenteeism.	Monitor daily, weekly and monthly data, identify and remove barriers, nurture a habit of regular attendance
Instructional Transformation	2 By June 2018, 38% of Historic Samuel Coleridge-Taylor students will show an overall average of .75 years growth in grades 1-5 Math as measured by IREADY End of Year Assessment.	I-Ready Mathematics End of Year Assessment (March 2018)	I-Ready Math Beginning of Year (Sept. 2017) I-Ready Math Middle of Year (Dec. 2017) I-Ready Math End of Year (March 2018)
Instructional Transformation	By June 2018, 23% of Historic Samuel Coleridge-Taylor students will show an overall average of .75 years growth in grades 3-5 Literacy as measured by IREADY End of Year Assessment.	I-Ready Reading End of Year Assessment (March 2018)	I-Ready Reading Beginning of Year (Sept. 2017) I-Ready Reading Middle of Year (Dec. 2017) I-Ready Reading End of Year (March 2018)
Talent Development	4		



lengths may cross multiple domains.
<b>Strengths</b>
school's strengths. Our leadership team and data. Our data indicates that focused work on led to our gains on systemic literacy and math literacy scores which showed continuous growth.
ies and our weekly collaborative planning data. Our data indicates that detailed lesson task help to focus our work around standard increase on I Ready data in Literacy and Math year to the end of the year.
I mathematics weekly. Our data indicates that tier created task help to focus our work around result of this planning we saw a 10 % increase in the beginning of the year to the end of the year ta.
liaison on staff full-time that work with our . Our data and family surveys indicates that and family/school activities implemented. Our s felt that our workshops were engaging and n to work with students on academic skills at ne.

hallenges
and some transition of staff has limited the ns a challenge, 15% of our staff sought other place them with certified teachers.
e issues have had an impact on effective two or more grades below in literacy and matics.
nt participate in our school events and efit from additional parent/community rkshops to build true school/community ement.

(ART). Please provide a rationale for each the

Rationale
We continue to have students with chronic attendance issues which keeps our attendance rate at 87.5% which is below the state average of 94%.
Our data indicates that 19% of our students are at grade level in mathematics.
Our data indicates that 18% of our students are at grade level.

Intervention Plan: Complete the table below to identify how the school will address prioritized needs.

Intervention Goal Number (only)	Evidenced-Based Strategies: Identify the strategies that will be used to address the need.	Action Steps	Indicators of Success/ Benchmark	Timeframe	Person(s) Responsible	Stakeholder/ Partner supporting
1	Target specific families/students in order to increase overall attendance rate	A.) Establish Attendance Team who will develop school wide attendance protocol B.) Staff will have a protocol of how to respond to student absences C.) Online parent communication system (Class Dojo) points will be used to encourage good	A.) Infinite Campus data will show an increase in attendance rates, daily, weekly, monthly, and quarterly B.) Data tracking of Community School Coordinator's caseload for targeted students	Weekly/Quarterly- Sept 2017-June 2018	Attendance Team Climate and Culture Team Community School Outreach Worker Assistant Principal Instructional Leadership Team	Student Support Liaison  Community Learning Network Team
2	Implement the Baltimore City Literacy Modules and Success for All Intervention Program	1.Administer Baseline Assessment a.Success for All b.Amplify c.I-Ready Reading 2.Develop student groups based on data 3.Work collaborative an attend professional development to develop action plans for groups	Progress Monitoring (Success for All, Amplify, and I-Ready)	1.Success for All Quarterly (Sept. 2017, Nov. 2017, Jan. 2018, and April 2018) 2.Amplify and I-Ready Beginning of Year (Sept. 2017) Middle of Year (Dec. 2017) End of Year (March 2018)	Literacy Lead Academic Content Liaison-Literacy	Instructional Lead Executive Director. Academic Content Liaison. School Leadership Team
3.	Implement the Eureka Math Modules and Do the Math Intervention Program	1.Administer Baseline Assessment a.Do the Math b.I-Ready Math 2.Develop student groups based on data 3.Work collaborative and attend professional development to develop action plans for groups 4.Implement lessons and	Progress Monitoring (Do the Math and I-Ready)	1.Do the Math Quarterly (Sept. 2017, Nov. 2017, Jan. 2018, and April 2018) 2.I-Ready Beginning of Year (Sept. 2017) Middle of Year (Dec. 2017) End of Year (March 2018)	Math Lead Academic Content Liaison-Mathematics	Instructional Lead Executive Director. Academic Content Liaison. School Leadership Team